Guiding Principles

- ❖ **Benefits to Self and Society of Completing High School**
  - ▪ Self
    - • A high school graduate in Arizona earns almost $7,500 more each year than a high school dropout.[i]
    - • High school dropouts age 25 and older reported being in worse health than adults who are not dropouts, regardless of income.[ii]
    - • High school dropouts make up disproportionately higher percentages of the nation's institutionalized population.[iii]
  - ▪ Society[iv]
    - • Lost lifetime earnings for the 25,600 students in Arizona who did not graduate from high school in 2011 total $3.1 billion.
    - • Arizona could save as much as $265 million in health care costs over the lifetimes of each class of dropouts had they earned their diplomas.
    - • Arizona's economy could see a combination of crime-related savings and additional revenue of about $184 million each year if the male high school graduation rate increased by just 5 percent.
- ❖ **Adopted the National Dropout Prevention frameworks for guiding the work of the taskforce. The following four areas are the task force's current areas of priority. Recommendations should fall in at least one of these areas.**
  - ➢ After school opportunities, mentoring, and tutoring
  - ➢ Individualized instruction, active learning
  - ➢ Alternative schools, Career and Technical Education
  - ➢ Early Literacy Development
- ❖ **Recommendations from the task force should align with at least one of the following four categories in which the Arizona Ready Council can make relevant recommendations to the Governor.**
  - ➢ Communications (i.e. Arizona Ready and other partners)
  - ➢ Rules & Regulations (i.e. State Board of Education or ADE)
  - ➢ Funding (i.e. state budget, grant procurement, or partnerships)
  - ➢ Statutory (i.e. legislative change)
- ❖ **Recommendations from the task force should focus on statewide frameworks and incentives for meeting statewide goals, and should avoid endorsing one particular program over another.**
  - ➢ Research shows that funding programs outside of community context is ineffective
  - ➢ Recommendations need to be politically viable in a strong local control environment
  - ➢ Recommendations should align with funding task force – looking at the "bigger picture" of overall incentives

Next Steps:
1. Conduct research on high school graduation of students outside of assigned cohorts to determine if additional metrics are needed
2. Conduct best practice research based on data analysis of successful counties and schools to generate additional recommendations
3. Flesh out each of the recommendations chosen by the task force and the Arizona Ready Education Council
4. Research any additional recommendations suggested by the task force and the Arizona Ready Education Council
5. Conduct a budget analysis on each of the recommendations and align to funding task force

Graduation Rate Taskforce

First Set of Initial Draft Recommendations for Discussion:

1) **Create safety net for high school students by providing incentives to schools who provide or partner to provide academic and community resources and services.**

    Recommendation Area: After School Opportunities, Mentoring, and Tutoring, Individualized Instruction, Active Learning, Alternative Schools, Career and Technical Education
    Recommendation Category: Statutory, Rules & Regulations, Funding

    - Discussion: How should eligibility to apply for funding be determined?

        John's Hopkins Dropout Prevention programs use the following four key steps:

        (1) Comprehensive, systematic, and sustained whole school reforms that address attendance, behavior, and course performance.
        (2) Link early warning systems to interventions.
        (3) Involve the community.
        (4) Make sure existing policies and practices are supportive of graduation for all.

    - Discussion: How should funding be structured?

    The Texas Example:

    Programs had to include maximum flexibility to meet individual student needs including <u>academic and social supports</u> (such as child care and transportation), <u>open entry and exit from the program</u>, a <u>variety of instructional programming</u> including online courses, and <u>multiple scheduling options</u>, including weekend and evening classes. <u>All teachers had to have at least a bachelor's degree.</u>

Texas Dropout Recovery Pilot Program (TDRPP) by the Numbers:

2008 – 2010: 22 Grantees
Base Funding: $3,219,316
Performance Funding: $2,726,000 (authorized), **43% realized** = $1,172,180 spent
Students Served: 4,141 Students (31% completed the program to date = 1283 students)
Base funding per student served = $777
Performance funding per successful student = $912
Total funding for successful students only = $1,689

Programs had to include services in <u>workforce readiness, academic support, student and family support, and attendance improvement</u>. Schools were eligible for this program if <u>more than 55% of their students have been identified as economically disadvantaged for the 3 preceding school years</u>.

Collaborative Dropout Reduction Pilot (CDRP) by the numbers:

2008 – 2010: 6 Grantees
Funding: $168,936 (realized)
Students Served: 1,924 Students
Funding per student = $87

<mark>
- Discussion: How would sustainability and accountability be handled?
- Discussion: Can we incentivize LEAs that do grad rate well by removing certain strings?
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2) **Ensure CTE course and pathways are aligned with college & career-ready expectations of the Arizona Common Core State Standards.**

- **Align CTE pathways with post-secondary programs**

   Recommendation Area: Alternative Schools, Career and Technical Education
   Recommendation Category: Communication, Rules & Regulations

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The CTE Program of Study Project was started last year under the Getting AHEAD project. The original goal of this project was to provide a mechanism that could advise Arizona students on a career pathway from high school to postsecondary completion with certification, associates or bachelor's degree. The information on the various pathways would include: courses (traditional/blended), competencies, location, sequence, etc., on an e-advising platform. The tool would advise students on career paths from electrician to neuro-surgeon, accountant to zoologist, automotive mechanic to astronomer. For example, a student/family wants to explore what is required to become a nurse practitioner or draftsman, they would be able to determine:

    a) Where is he/she now in the education continuum?
    b) What is the course/learning/skills sequence he/she needs to follow, at what level of skills/competency to map out a pathway to completion to be ready to enter the workforce?
    c) What are the pre-required academic skills to enter pathway at each level, high school/community college, university?
    d) What are the job demand and compensation levels?
    e) Does the certifier of the degree accept the transfer work of all course(s)/competencies for completion?

Rebecca McKay, Director of Technology at Arizona State University, developed the framework and started the work of identifying the CTE pathways through to baccalaureate degrees. The project currently rests within the Arizona Department of Education.

- **Fund or Incentivize CTE programs and JTEDS that promote high wage/high need industries to drive Arizona's economic prosperity**

  Recommendation Area: Alternative Schools, Career and Technical Education
  Recommendation Category: Statutory, Rules & Regulations, Funding

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  The Indiana Example:

  Indiana's Career Technical Education Grant program that distributes funds to LEAs per CTE credit hour based on the course area's labor market demand and wage data. For example, in Indiana, districts receive $450 per CTE credit hour in areas that have above average labor market need and wages but only $225 per CTE credit hour in areas that have below average labor market need and wages.

- **Implement ECAPS with fidelity - increasing staff, funding, and training, add consequences and incentives**

Recommendation Area: After School Opportunities, Mentoring, and Tutoring, Individualized Instruction, Active Learning, Alternative Schools, Career and Technical Education
Recommendation Category: Communication, Statutory, Rules & Regulations, Funding

- Discussion: What is the best way to make ECAPs meaningful, used as intended, and work with counselors?

  Maxine Daly from ADE would like to discuss this further with the task force

- Discussion: How can we strengthen counselor education to reflect changing needs of students and schools? How can we ensure counselors spend their days counseling?

The Project SEARCH Example:

This is a school to work transition program for students with disabilities, which attributes their success to the following:
- Strong, shared vision: one definition of success which is competitive employment in an integrated setting for each Project SEARCH intern.
- Business-led: students learn relevant, marketable skills while immersed in the business and those businesses are active partners, participating without subsidies
- Collaboration among partner agencies: seamless transition services and sustainability, willingness to share resources and adapt policies and procedures
- Total immersion: students are on site at businesses each school day for a minimum of 6 hours for an entire academic year
- Shared data: data is submitted to a shared national database
- Follow-ups: each graduate receives follow-along services to retain employment

3) **Implement more intensive kindergarten reading programs, tied to Move on When Reading and new K-2 funding, and including more data analysis and remediation**

   Recommendation Area: Early Literacy Development
   Recommendation Category: Statutory, Rules & Regulations, Funding

- **Build on Read On Arizona Grant to create a framework around early literacy**

  Read On Arizona recognizes the following three pillars as critical issues to address for early literacy:

  (1) Summer learning loss

(2) Kindergarten readiness

(3) Chronic absentee-ism

- <mark>Discussion: How can we address the issue of summer learning loss especially for students in low income households, which may not have the same level of enrichment?</mark>

An Arizona Example:

Valley of the Sun United Way, AZCAN, and Science Foundation Arizona are collaborating to develop quality standards for after school programs. These quality standards will serve as a rubric for both entities looking to evaluate their programs for academic merit as well as entities (such as schools) looking to build supportive programs. There will be a core set of standards for all programs, but additional complementary sets of standards will be developed to address areas of focus such as STEM, college access, and literacy.

- <mark>Discussion: How can we support the work of First Things First & ADE in the area of kindergarten readiness?</mark>
- <mark>Discussion: How can we change the conversation around attendance to be about students with a pattern of absence instead of about school-wide daily attendance?</mark>

- **Ensure that teachers have the knowledge necessary to teach literacy through expansion of Reading Endorsements**

  - <mark>Discussion: Is it possible for institutions of higher learning to build support into teaching curriculum for the equivalent of a reading endorsement?</mark>
  - <mark>Discussion: Should reading endorsements be required for grades K-3? Do reading endorsements make a difference in the classroom? What keeps teachers from getting a reading endorsement?</mark>

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[i] http://www.all4ed.org/files/Earnings.pdf

[ii] Pleis, J.R., Ward, B.W., and Lucas, J.W. (2010). *Vital and Health Statistics: Summary Health Statistics for U.S. Adults: National Health Interview Survey, 2009*. Series 10: No. 249. Hyattsville, MD: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics.

[iii] Approximately 40 percent of 16- through 24-year-olds in institutionalized group quarters were dropouts in 2009 based on data from the American Community Survey (ACS) (Aud et al. 2011, table A-20-3). The rate was approximately 8 percent for 16 through 24-year-olds in the civilian, noninstitutionalized population. Those in institutionalized group quarters include prison inmates as well as individuals in some mental health facilities and juvenile group quarter settings (U.S. Department of Commerce, Census Bureau, n.d.).

[iv] Alliance for Excellent Education (Alliance), "The High Cost of High School Dropouts," 2011